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ABSTRACT

The field of global education is being advanced by the development of programs for elementary, secondary, and university levels; the production and marketing of materials and classroom teaching strategies; and the creation of policy recommendations at national, state, and local levels. In addition, research efforts are underway. For the next level of development, global education needs to both deepen and broaden its perspectives to mature into a full-fledged domain of research and development. There is a need to reconstruct nation-centered education to fit a world where an ever-growing number of problems are beyond the capacity of individual nations to resolve. The framework for this cooperation has been developed by UNESCO and by other international organizations. Recommendations made for internationalizing global education involve the collection of information about global education, the creation of a professional organization, the meeting together of interested individuals in a major conference, and the development and creation of further opportunities to increase global awareness. Appended is the UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedom. (JD)

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INTERNATIONALIZING GLOBAL EDUCATION:
A PROFESSIONAL PRIORITY FOR THE 1980s

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Abstract

Global education has a history and, some would say, its conventional wisdom and limited perspective. The field needs to both deepen and broaden its perspective in order to mature into a full-fledged domain of research and program development.

Deepening will result from bringing current scholarship to bear on the assumptions and content of global education. For illustrative purposes, the recent scholarship of Leften Stavrianos and Lester Brown is employed to examine the conventional wisdom of economic interdependence and Third World development.

Broadening of the field will occur by establishing an international context by extending and enlarging the community of scholars and bringing together from around the world those who are already involved in similar work. This would create a tighter and more cohesive network. Global education will be strengthened by an exchange of ideas with those who are apt to ask hard questions for reasons of different culture, ideology, or professional role.

Recommendations include the creation of a professional organization for global education that is international in scope to include an annual or biennial meeting, and a journal.

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UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental Freedoms

Introduction

Although the roots of global education in the United States are found in the subsoil of the 1950s and the topsoil of the 1960s, the trunk and limbs grew and the leaves blossomed during the 1970s. If frost, hail, drought and other natural or human disasters can be averted, even minimized, the first significant crop of fruit may ripen and can be harvested during the 1980s. While global education has proved to be a hardy survivor, sterner tests may lie ahead: funding, professional apathy, and higher national priorities, but to name a few.

Of greater concern for the long haul, however, is the limited perspective of global education itself as a field. The intellectual tap root must sink more deeply and the collegial network must draw from a wider area for the field of global education to develop and flourish in the 1980s and 90s. Toward that end, the need to develop an international context was one of the five developmental priorities identified by participants at a conference "Global Education and School Change: What Have We Learned and What Is Next?" held in Miami in June 1980. Conference participants agreed that:

> Although we have been describing education issues which face American schools and communities, there are programs and activities underway in other countries. Frequently these individuals and agencies abroad see issues from a different perspective. For example, interdependence as a concept is viewed somewhat differently depending on one's relative 'dependence' on others. The richness and clarity of our conceptualization will benefit from the experiences of others and from exposure to other positions, both at home and abroad. It is important, therefore, to maintain contact with, and strengthen ties among, those in other countries who are concerned with similar societal and education concerns. (Condon 1980)

Early warning messages revealing potential weaknesses of global education are in the air.

ITEM: The Council for Basic Education, in a recent article entitled "Global

Education Revisited," acknowledges the increased growth of global education, and argues that "education bears the greatest burden for overcoming cultural isolation," but doubts whether "global education even begins to meet this responsibility." (Basic Education, April 1982) MESSAGE: Global education is important, but as a field lacks intellectual strength and staying power.

ITEM: An editorial entitled "Global Studies and the Study of South Asian Civilizations" in The Chicago South Asia Newsletter, published by the South Asia Language and Area Center of the University of Chicago, cautioned that "the global approach results in studying 'them' from one point of view. Evaluation of energy, population, food, and other topics elsewhere takes place in terms of our values." (April 1982) MESSAGE: Global issues and systems should be viewed through various cultural lenses, not just our own.

ITEM: In July 1981, at an international conference on Education for International Understanding held in Finland, educators from the democratic nations of Europe viewed "The Global Connection," a videotape on global education produced by the National School Boards Association, and designed for teachers and lay groups in the United States. Several among the audience voiced reservations about the presentation. Their concerns centered on the implicit messages which they believed were being transmitted by the visuals and the script: an uncritical portrayal of the beneficial role of multinational corporations; the affirmation of conspicuous consumption as a norm in the United States; and the conveyance of negative impressions about the Soviet Union in order to harden the attitudes of the intended audience. MESSAGE: Global education appears to some foreign educators to be the educational handmaiden of a capitalistic hard sell.

ITEM: On May 5, 1982, Ted Koppel, moderator of "Nightline" and "Viewpoint,"

two late night news programs on ABC television, remarked at the closing of a provocative discussion of television coverage of foreign affairs that the very satellite technology making possible the live TV program aired simultaneously from Chicago, London, Buenos Aires, and San Salvador may give Americans the "illusion that we are familiar with distant places and cultures." MESSAGE: The technology that makes us more interdependent and more aware of that same interdependence does not necessarily create a similar degree of cultural understanding.

These are clear messages that global education has arrived; that the idea is generally accepted across the political spectrum, albeit for different reasons, perhaps; that global education is both an opportunity and an enormous responsibility; and that the next developmental stage is at hand, one that will require deeper and broader insights through contact with different cultures and points of view.

Deepening the Perspective of Global Education

Development by International Crisis

A social, economic, political, or ecological crisis is required, it seems, to loosen rigid mindsets and to stimulate a reexamination of priorities and assumptions. The examples are numerous: the Holocaust; the use of the atomic bomb on Japan; the Santa Barbara oil spill; the assassination of the Kennedy brothers and Martin Luther King; starvation in the Sahel; the war in Indochina; the oil embargo by the Organization of Petroleum Exporting Countries; the Iranian Revolution; the refugee boatlifts from Indochina, Cuba, and Haiti; and Three Mile Island. The rise of global education in the United States has paralleled these severe international crises which, taken together, have caused the culture to probe what Robert Hanvey calls "the deep layers of perspective."

Each crisis raises its own questions and creates its own literature: Rachel Carson's Silent Spring; The Club of Rome's Limits to Growth; Paul Ehrlich's The Population Bomb; Robert Heilbroner's The Human Prospect; and Lester Brown's The Twenty-Ninth Day, to name only a very few. This crisis genre inspires new questions and, in turn, engenders countervailing responses. Visions of the Future, for example, a project of the Hudson Institute, places faith on science, technology, and human adaptability to lick the problems which afflict the planet before Doomsday occurs. The program has developed materials for secondary schools in the United States and overseas around the optimistic view that civilization is "progressing from a time when human beings were almost everywhere comparatively few, poor, and at the mercy of the forces of nature, to a time when they should be . . . almost everywhere numerous, rich and largely in control of the forces of nature." (The Interdependent, April/May 1982, p. 2) The question of which camp of soothsayers is correct, the pessimists or the optimists, is yeasty

substance for global education, but the point made here is to highlight the relationship of a global crisis to the generation of intellectual inquiry and scholarship.

With each new crisis, the layers of conventional wisdom are peeled back; new knowledge and fresh perspectives are revealed. The war between Argentina and the United Kingdom over the Falkland Islands (Malvinas) is the most recent example. From this nasty episode new thinking is under-way on the conduct of naval warfare in an era of deadly technology. The foundation of the current administration's foreign policy will require repair. Shall the United States honor our "special relationship" with the United Kingdom or shall we side with Argentina in order to protect the sizeable $1,398 per capita external debt that Argentina owes to eight United States banks including Citibank, Bankamerica, and Chase Manhattan? (South: The Third World Magazine, May 1982, p. 45) Old scars dating back 400 years to the period of European Exploration and the Armada are being reopened in Spanish and English speaking cultures. The caricature in the Argentine press of Prime Minister Thatcher as a pirate and renegade harks back to the era of Queen Elizabeth I and the raids by English "pirates" such as Sir Francis Drake and Sir John Hawkins on Spanish galleons and port cities on both sides of the Atlantic.

Global education is fueled by the need to understand a world "turned upside down." People don't like to be surprised, especially when the stakes are survival of the species. Greater stability in the field will occur to the extent that we can probe the deep layers of perspective associated with the field of global education itself. Staying in touch with current scholarship that may challenge the conventional wisdom of global education and enlarging contacts with persons holding differing points of view will help build and strengthen the field.

The Conventional Widsom of Global Education

Economic Interdependence. "Since the energy crisis of the Winter of 1973-74, interdependence," according to Anderson, "has become a code word in American rhetoric." (1979, p. 74) Alvarez argues that "the concept of interdependence is a controversial one and its use frequently implies adherence to a definite set of values and attitudes about present world dynamics." (1981, p. 10) Despite its drawbacks and "slippery" nature, Anderson suggests that four things distinguish the concept of interdependence in modern history: its geographic scale, its temporal frequency, its substantive scope, and its social depth. Over a period of time, larger areas and more people are interacting with greater frequency, resulting in the development of a shared history and understanding of common fate.

Anderson has little patience with people who suggest that ours is the first generation to experience interdependence, and argues that this parochial point of view is a mislearning or a misreading of our own history.

> A global network of interdependencies initiated by events in Europe during the waning years of the Fifteenth Century resulted in the deaths of several millions of people in Africa and the Americas. I suspect that anyone of these millions of Indians or Africans would argue, if they could that they have a much better claim to being the first discoverers of global interdependence than did Americans standing in line at gas pumps in the Winter of 1973-74. (p. 80)

If global education, however, continues to justify its existence on the basis of economic interdependence, it may starve, because global interdependence may have reached its peak and run its course. Brown offers an intriguing scenario of the demise of global interdependence in a a post-petroleum world. (1981) Global economic interdependence has intensified since oil became the engine of growth for world trade; during the 1970s, international trade expanded rapidly and the world economy became tightly integrated and interdependent.

Brown cautions, however, that with the trend away from an international oil market and a transition to a sustainable society underway, that international economic interdependence may shortly come to an end, reversing a trend that began with the Industrial Revolution and that peaked in the 1970s. He suggests that a decline in oil as an international commodity will create reductions in other areas such as food.

> For example, as exportable oil supplies dwindle, food-exporting countries will be tempted to convert their exportable surpluses of grain, sugar, and other foodstuffs into automotive fuel. If they do, exportable food supplies will diminish, forcing food-exporting countries to increase their food self-sufficiency. Thus a decline in international trade in oil could trigger a comparable decline in international trade in food. In turn, absolute declines in international trade in these two commodities would markedly reduce overall international trade and economic interdependence. (p. 280)

It is difficult to overestimate the significance of the rapid growth of the international oil economy during the 1970s on the development of global education; by the same token, any reductions in the oil economy and economic interdependence will have a profound impact on the rationale and conceptualization of global education. The changing meaning of interdependence illustrates the need for contact with recent scholarship and other cultures and points of view for the survival of global education.

Third World Development and Dependence. The origin of the concept "Third World" is comparatively recent, dating to the emergence of the Cold War in the late 1940s and the need to divide the world into political categories. This resulted in the First World, the developed democratic nations; the Second World, the developed Communist nations; and the Third World, the politically non-aligned nations. More recently, the term "Third World" has come to mean the economically developing nations. Specifically, the Third World includes all of Latin America, all of Africa except South Africa, and all of Asia except Japan and Israel. (Stavrianos, 1981, p. 34)

The Third World, however, is neither a set of countries nor a set of statistical criteria, but a set of relationships between controlling and dependent regions. The Third World may be defined as comprising those countries or regions that are economically dependent upon and subordinate to the developed First World. (Stavrianos, 1981, p. 40)

What takes us to a deeper layer of perspective is that by this definition, the Third World actually began in the fifteenth century with Eastern Europe becoming subordinate to the Western European economies, followed soon by Latin America and later by Africa, the Middle East, and Asia--and today includes people within the developed world itself: the unemployed, the uprooted farmers, those living in poverty, and political prisoners.

Stavrianos brings the message home:

> . . . it is beginning to be realized that the underdevelopment of the Third World and the development of the First World are not isolated and discrete phenomena. Rather, they are organically and functionally interrelated. Underdevelopment is not a primal or original condition, to be outgrown by following the industrialization course pioneered by Western nations. The latter are overdeveloped today to the same degree that the peripheral lands are underdeveloped. The states of developedness and underdevelopedness are but two sides of the same coin. (34-35)

Why, Stavrianos asks, should this integral relationship between development and underdevelopment be of interest to people in the First World? His reply is that the conventional answer has been a condescending "Let's give the unfortunate in the Third World a helping hand." Charity is now the least of the reasons. Rather, what is needed is a "common vision" recognizing that inhabitants of all regions are now becoming subject peoples at the mercy of the global market economy. "With Third World conditions sprouting within the metropolitan centers, the history of the Third World," according to Stavrianos, "no longer is the history of distant and exotic peoples with whom we have only tenuous contact. It is now an integral part of our own history." (p. 27)

In the last analysis, alleviating the problems of the Third World begins within the First World and the Second World. Can the people of the overdeveloped nations continue to assume that the resource base of the earth is an unlimited opportunity to be exploited indefinitely to support ever-rising living standards? (p. 809) Some leaders in the South have decided in the negative. In the face of lagging North-South negotiations and worsened economic conditions in the North, developing nations are looking to each other for expanded trade and development, and potentially are unhinging themselves from economic dependence on the industrial nations. (The Interdependent, April/May 1982, p. IV)

Brown goes further by claiming that the much-discussed New International Economic Order is now out of date. The "trickle down" theory of economic development was plausible when resources were abundant, but is "obviously inappropriate when they are scarce." (1981, p. 276) Such South-South cooperation will appreciably reduce the existing North-South interdependencies.

Are we witnessing the first faint outlines of the regional approach to development in the Argentine takeover of the Falklands and the subsequent formal, if unenthusiastic, support from Latin nations?

In sum, the conventional wisdom of the First World regarding development and dependence in the Third World is being challenged by events and new scholarship. Global education must incoporate these intellectual dynamics into its own growth and development as a field.

Choices for Global Educators

There is an increasing recognition in the United States that our nation-centered education needs to be reconstructed to better fit a world where an ever-growing number of problems are beyond the capacity of individual nations to resolve. It is likely that this trend will be welcomed by people in other nations and cultures who are concerned that citizens of the United States are

ill-informed about world politics, and who are apprehensive about such ignorance, especially in a powerful democratic nation where public opinion can sway foreign policy decisions. A decision to incorporate a global perspective into the curriculum, however, is followed by a decision of which perspective or perspectives should be adopted. It is naive to believe that only one global perspective exists or will be encouraged. We have already seen that there are multiple world views.

Global education in the United States could follow one of at least two directions. One direction supports the fundamental tenets of improved physical, psychological, and moral life for all peoples and nations within the framework of their cultures. Another direction, based upon more conventional assumptions, could conceivably take a hard line toward the poor nations and the poor within the industrialized nations. This approach has been argued historically from a position of moral superiority as witnessed in the following justification of nineteenth century economic development and free trade in England.

> It is clearly seen that to our beloved land Great Britain has been assigned the high mission of manufacturing for her sister nations. . . this [free] exchange of raw materials for finished products under the decrees of nature makes each nation the servant of the other and proclaims the brotherhood of man. Peace and goodwill shall reign upon the earth, one nation after another must follow our example . . . (Stavrianos, 1981, p. 174)

The pressure to choose this direction could well become compelling as events in the world run counter to national interests as perceived by a majority of citizens. We need to strengthen those factors which support the former direction.

Broadening The Perspective of Global Education

In order to broaden the perspective of global education, a major priority for global education development in the 1980s is to establish an international context for creating classroom materials, conducting research, discussing teaching strategies, recommending policies, disseminating ideas, teaching teachers, and exchanging teaching stations. Elements of each of these functions are already in existence under the aegis of the Council of Europe; United Nations Educational Scientific, and Cultural Organization (UNESCO); the United States National Commission for UNESCO; the National Council for the Social Studies; Global Perspectives in Education, Incorporated (as evidenced by this conference); university to university programs such as Indiana University and Ahmadu Bello University in Nigeria; and various personnel exchanges through programs like Fulbright and Group Projects Abroad. And, of course, there are many other points of contact through non-profit non-governmental, professional, and commercial activities.

In contrast with the present ad hoc arrangements, the thrust being recommended is one of conscious choice to obtain the most from every existing opportunity and to create new opportunities, so that global education can gain maximum benefit from the thinking, the activities, and the products of similar efforts being undertaken in other nations. The intent is to raise this priority to a high level of consciousness in the field so that every opportunity is used to its greatest advantage. For example, if Mr. Y or Ms. X attend a conference in Vienna related to global education, it would be their responsibility to synthesize this information so that it is made available to the maximum number of people in the United States involved in global education. The addition of such information will fill a serious void in the existing literature of global education. Some documentation, of course,

exists now dealing with these international conferences but it is, for the most part, fugitive material, difficult to locate, and making little impact on the field.

Another important benefit of developing an international context for global education is the opportunity for global educators to make presentations about the field to foreign educators. There are three important advantages in doing this, and each represents new avenues for growth and development of the field. First, the challenge of organizing one's thoughts to describe global education to a foreign audience is a good way to strengthen one's own thinking about the field. Second, the foreign audience may very well find vital information and useful procedures for improving its own programs. Third, the feedback from a foreign audience will bring the discussion of global education down to a fundamental level in a context that must be taken seriously. The value of the international context is greater than our learning about projects in other nations and vice versa. It is also learning what other educators think about our own products and assumptions. This feedback loop, so important, is currently largely missing from global education, and is an opportunity to be seized whenever possible.

The UNESCO Recommendation as an Organizing Framework

Global educators in the United States need to become more familiar with the Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental Freedoms adopted by UNESCO in 1974 as a useful organizing framework. Although there is no objective basis for knowing about the degree of discussion of the Recommendation at typical global education conferences, subjective experience suggests that it is not taken very seriously in the United States. A major reason may be the comparative lack of knowledge about, or interest in, UNESCO affairs

in general. Another reason may be the absence of any need felt by educators in the United States to engage in systematic dialogue with foreign educators about global education; ipso facto, there has been no need to have any framework for the dialogue.

The major exception to this general trend is the work of the U. S. National Commission for UNESCO and Judith V. Torney-Purta and Thomas Buergenthal, who participated in the development of the Recommendation, and who collaborated on a follow-up book, International Human Rights and International Education, published in 1976 by the U. S. National Commission. The book's English language version has been disseminated widely in the United States and has also been translated into Spanish. The focus of the Buergenthal and Torney book is on the significance of international human rights. An additional and slightly different utilization of the Recommendation is being suggested here: to serve as a framework for approaching, recording, interpreting, and evaluating the interaction between global education and its international context.

There are several reasons for employing the Recommendation in this fashion. They include: (1) the close parallel between the Recommendation and the efforts in global education; (2) the need to have a set of guiding principles on the international context; (3) the fact that the Recommendation represents an international consensus on international education; and (4) the fact that other nations are familiar with the Recommendation, thereby providing an immediate common ground. The use of the Recommendation as a framework does not necessarily mean complete endorsement by everyone, nor does it mean that all contact and discourse would occur under the banner of UNESCO. It only means that the Recommendation would be used as a set of guiding principles, as a point of departure, as a basis for reciprocity, and as a way of marshaling the energies of global educators in a transnational context. Conceivably, conferences and

contacts will be sponsored and organized by private and public, profit-making and nonprofit-making, and governmental and nongovernmental organizations, as well as by UNESCO and its regional and national affiliates. The Recommendation would simply point the way, provide whatever structure is appropriate, and assist in the synthesis of the information and ideas.

The potential usefulness of the Recommendation is illustrated by three subsequent conferences sponsored by UNESCO to monitor various aspects of the initial statement and to discover the extent to which the Recommendation is being implemented in various nations. For example, the most recent such conference, held in Finland in 1980, was sponsored by the UNESCO European Seminar and focused on the teacher education section of the Recommendation. Among the twenty recommendations of the Seminar, all bodies of UNESCO member nations responsible for educational activities were urged to:

- introduce the application of the Recommendation and related documents such as the Universal Declaration of Human Rights when reforms are taking place in teacher education and to make available appropriate financial and human resources;

- provide suitable courses or seminars in international education for all teachers and professors concerned with the education of teachers, whether they are in colleges and faculties of education or in other departments, and including cognitive information, attitude development and attention to improved teaching skills;

- encourage national surveys on the implementation of the Recommendation in schools and teacher training institutions on a national scale. The aim of the research should be to find out which teaching projects in international education have proved to be particularly useful and should be recommended for further dissemination. Although much of the research might be done on a national basis, it would be desirable to coordinate the efforts of different countries into a comparative study;

- compile, upon request by Unesco, an annotated directory of those organizations and agencies that have major responsibilities for teacher education in areas related to the 1974 Recommendation;

- encourage exchanges of educationalists (teachers, headmasters, inspectors, experts), students with their teachers, and teachers

of associated schools of various countries. The exchanges should include the possibility of teaching experience in the school system of the other country;

- encourage the development of friendship institutions (colleges) among the teacher education institutions between different countries in order to improve understanding of other cultures, through exchanges of materials and establishing long-term cooperative relationships. (Finnish National Commission for Unesco, 1981)

In late 1982, UNESCO is sponsoring a conference involving all of its member states in a full-fledged review of progress made toward achieving the goals established by the 1974 Recommendation and will give it additional status. The United States and the U. S. National Commission for UNESCO are taking this conference quite seriously. Judith Torney-Purta has prepared an extensive paper to be submitted by the United States detailing the efforts here since 1974, and global education will be a major feature of this national report.

Projects in Other Nations and International Organizations

Many projects and programs similar to global education are underway in other nations and international organizations. Three of the most important will be presented to this audience today: the work of the UNESCO Associated School Project, the education efforts of UNICEF, and the international education programs and publications of The Council of Europe. I shall briefly mention several others, with your understanding that there are many worthy of mention, but that time and space limitations prohibit a fuller discussion; in any event, one of the first tasks to be undertaken in establishing an international context for global education is to identify and describe the full range of these projects from throughout the world.

The Jordanhill College of Education, located in Glasgow, Scotland has just completed a teacher inservice project in international understanding that includes units in human rights topics with an emphasis on development in the Third World.

The project was funded by the Development Education Fund of the United Kingdom's Ministry of Overseas Development, and is designed for secondary levels. Themes include The Emergent Nation, The Development Process, Conflict and Cooperation, Interdependence, Human Rights, and Choices for the Future. The determined philosophy of the Jordanhill Project was expressed by O. J. Dunlop, project director:

> Education, whatever else it may be, is an act of faith. In the context of education for international understanding there are some things so important that no matter whether there are barriers to obstruct the ability of the child from attaining a full realisation of a global perspective these ought not to deter teachers from attempting to progress towards such an objective.

Under discussion at Jordanhill at the moment is a new project on International and Multicultural Education that, if realized, will have an impact on curricula in both the primary and secondary schools throughout Scotland. For more information on both projects write to: O. J. Dunlop, Jordanhill College of Education, Southbrae Drive, Glasgow, G13, 1PP, Scotland.

In June 1978, under the leadership of Judith V. Torney-Purta, a Symposium on International Human Rights Education was held at the Wingspread Conference Center in Racine, Wisconsin. Sponsored by UNESCO and the National UNESCO Commissions of Canada, the Federal Republic of Germany, Finland, and the United States, the working conference focused on international human rights in primary and secondary school programs and on teacher education. Specialists in international law, curriculum development, teacher training, and educational research reflected the interdisciplinary and international mix of the participants. This conference stands as a prototype for the development of an international context for global education as recommended in this paper.

Since the 1978 Symposium, several direct results have occurred. A follow-up conference, "Human Rights - A Challenge for Education," sponsored by the

Federal Centre for Political Education and the German Commission for UNESCO, chaired by Walter Mertineit and Dieter Schmidt-Sinns, was held in Hamburg in September 1980. Participants identified a philosophical framework for international human rights education and created actual classroom learning materials and approaches; in each case the outcome reflected a consensus of the participants from different nations. A third conference in the series to be held in Canada is being planned. For more information on the Wingspread Symposium and various related activities write to: Judith Torney-Purta, Institute for Child Studies, University of Maryland, Department of Human Development, Education Building, Room 3304, College Park, Maryland 20742.

The Extramural Division of London University's School of Oriental and African Studies (SOAS) has developed a number of area studies handbooks on Asia and Africa for teachers. A similar handbook has also been produced by the Institute of Latin American Studies of the University of London. Also, the SOAS staff and students have written and published a handbook on Development Studies combining theory, content and teaching strategies. As an example of collaboration between university and an international organization, the SOAS and the Council of Europe are presenting in July 1982 a program for teachers on Europe and Asia. Write to: Edmund O'Connor, Organizer of Extramural Studies, SOAS, University of London, Malet Street, London WE1, UNITED KINGDOM.

The World Bank, an international organization owned by more than 140 different nations, has developed educational materials for secondary school students in the United States. The materials were field-tested in schools located in Maryland, Virginia, and Washington, D. C. and, as described by the World Bank flyer, they explain why the world is becoming more interdependent; introduce students to economic concepts and data; have case studies of development projects; and are supplementary for courses in world history, world

geography, global studies, and current issues. Write to: Harriet Baldwin, World Bank Educational Materials, The World Bank, 1818 H Street, N.W., Washington, D. C. 20433.

Other projects can be described, such as the now-completed work of the World Studies Project in London; the widespread existence of UNESCO clubs in the schools in Japan; the U.S. - Soviet Textbook Study Project and a similar one between the United States and Japan; the emerging dialogue between educators in the Peoples Republic of China and the United States growing out of a visit by social studies educators from the United States and Canada to the PRC in 1981; the ongoing Japan Project of the National Council for the Social Studies; and the Education for Self-Reliance project of the Nordic nations. However, the identification and description of a full list of these projects and programs represents work to be accomplished during the 1980s in order for these efforts to be introduced into mainstream thinking of development in global education. Here we are not only interested in the materials themselves, but even more in discourse with the developers, so that issues, obstacles, and assumptions can be probed to stimulate cooperative research and development on a transnational basis.

Conclusions

The hard work of the pioneers in the field of global education of the 1960s and 1970s is being rewarded in the 80s by the development of programs for elementary, secondary, and university levels; the production and marketing of materials and classroom teaching strategies; and the creation of policy recommendations at national, state, and local levels in support of global education. In addition, research efforts are underway. Indeed, global education now has a history and, some would say, its conventional wisdom and limited vision. Now is a good time for the field to take stock and look to the next level of development. Global education needs to both deepen and broaden its perspective in order to mature into a full-fledged domain of research and development.

Deepening will result from bringing current scholarship to bear on the assumptions and content of global education. The field needs the kind of continued probing and monitoring of scholarship exemplified in Anderson's Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education (1979). Broadening will occur by extending and enlarging the community of scholars and bringing together those who are already involved in similar work around the world into a tighter and more cohesive network. It is in the interest of global education to seek interaction and exchange of ideas with those who are apt to be skeptical and who will ask hard questions for reasons of different culture, ideology, or professional role.

The deepening and broadening of the field can be dynamically interactive with each, in turn, strengthening the other. Contacts with foreign educators can give rise to fresh thinking and new questions for scholarly inquiry and

program development. By the same token, new scholarship and creative program development provide the rationale for more contact with foreign educators. In sum, global education needs a community of scholars who are concerned with building the field.

To get to the next level, global education needs to spend less time on selling the field and more on developing the substance; to divest itself of eye-catching one-liners, and gain concepts, theories, and a literature; and to put more resources into an institutional base where basic planning and research can occur and where the payoff to the field for the long run is upgraded.

Recommendations for Internationalizing Global Education

·Compile a loose leaf volume describing selected programs and/or projects from other nations that emphasize education for international understanding at the elementary, secondary, and teacher education levels for distribution to the global education community. The volume shall also include the addresses and telephone numbers of organizations, associations, and agencies involved in advancing education for international understanding, a description of the major products available, and a summary of issues and concerns in the field as reflected by educators from other nations.

·Develop a feature column on projects abroad in education for international understanding to appear regularly in the newsletters and/or journals of professional organizations such as the National Council for the Social Studies, the Association for Supervision and Curriculum Development, and the American Council of Teachers of Foreign Language, and in newsletters of specialized organizations such as Global Perspectives in Education, Inc.

·Create a professional organization for global education that is international in scope to include an annual or biennial meeting, and a journal.

·Plan a major conference to be held in the United States on global education patterned after the international and interdisciplinary format established at the 1978 Wingspread Conference on International Human Rights.

·Encourage all members of the collegial community in global education in the United States to create opportunities, through their professional organizations and their home institutions, to interact with educators from other nations, including foreign students, in order to develop a transnational dialogue for the field and, where appropriate, to make the results known to others in the field.

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·Ensure that all professional conferences related to global education that are held in the United States include as participants educators from other nations, including foreign students, and to capitalize on already scheduled international conferences in other nations to make presentations about global education and to encourage critical feedback.

·Encourage colleges and universities to develop courses and programs in global education, including the assignment of an interdisciplinary faculty team to internationalize the curriculum and to develop a research base. The creation of a university base is critical to the development of global education as a field, because by definition and practice, universities are international.

·Work cooperatively with community-based groups such as Sister Cities International, the United Nations Association, the Experiment in International Living, Rotary International, and AFS to provide opportunities for a maximum number of people, irrespective of financial ability, to participate in intercultural, international experiences.

·Finally, in order to provide a covering set of guidelines for all of the above recommendations, employ the 1974 UNESCO Recommendation for International Understanding, Cooperation, and Peace and Education relating to Human Rights and Fundamental Freedoms wherever and whenever appropriate.

I. Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 17 October to 23 November 1974, at its eighteenth session,

Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of Unesco, the Universal Declaration of Human Rights and the Geneva Conventions for the Protection of Victims of War of 12 August 1949, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Reaffirming the responsibility which is incumbent on Unesco to encourage and support in Member States any activity designed to ensure the education of all for the advancement of justice, freedom, human rights and peace,

Noting nevertheless that the activity of Unesco and of its Member States sometimes has an impact only on a small minority of the steadily growing numbers of schoolchildren, students, young people and adults continuing their education, and educators, and that the curricula and methods of international education are not always attuned to the needs and aspirations of the participating young people and adults,

Noting moreover that in a number of cases there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation,

Having decided, at its seventeenth session, that this education should be the subject of a recommendation to Member States,

Adopts this nineteenth day of November 1974, the present recommendation.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required in conformity with the Constitutional practice of each State to give effect within their respective territories to the principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities, departments or bodies responsible for school education, higher education and out-of-school education, of the various organizations carrying out educational work among young people and adults such as student and youth movements, associations of pupils' parents, teachers' unions and other interested parties.

The General Conference recommends that Member States submit to it, by dates and in the form to be decided upon by the Conference, reports concerning the action taken by them in pursuance of this recommendation.

I. SIGNIFICANCE OF TERMS

1. For the purposes of this recommendation:

(a) The word *education* implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge. This process is not limited to any specific activities.

(b) The terms *international understanding, co-operation* and *peace* are to be considered as an indivisible whole based on the principle of friendly relations between peoples and States having different social and political systems and on the respect for human rights and fundamental freedoms. In the text of this recommendation, the different connotations of these terms are sometimes gathered together in a concise expression, "*international education*".

(c) *Human rights* and *fundamental freedoms* are those defined in the United Nations Charter, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights.

II. SCOPE

2. This recommendation applies to all stages and forms of education.

III. GUIDING PRINCIPLES

3. Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of Unesco and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace".

4. In order to enable every person to contribute actively to the fulfilment of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:

(a) an international dimension and a global perspective in education at all levels and in all its forms;

(b) understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;

(c) awareness of the increasing global interdependence between peoples and nations;

(d) abilities to communicate with others;

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(e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;

(f) understanding of the necessity for international solidarity and co-operation;

(g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

5. Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.

6. Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

IV. NATIONAL POLICY, PLANNING AND ADMINISTRATION

7. Each Member State should formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation, to the maintenance and development of a just peace, to the establishment of social justice, to respect for and application of human rights and fundamental freedoms, and to the eradication of the prejudices, misconceptions, inequalities and all forms of injustice which hinder the achievement of these aims.

8. Member States should in collaboration with the National Commissions take steps to ensure co-operation between ministries and departments and co-ordination of their efforts to plan and carry out concerted programmes of action in international education.

9. Member States should provide, consistent with their constitutional provisions, the financial, administrative, material and moral support necessary to implement this recommendation.

V. PARTICULAR ASPECTS OF LEARNING, TRAINING AND ACTION

Ethical and civic aspects

10. Member States should take appropriate steps to strengthen and develop in the processes of learning and training, attitudes and behaviour based on recognition of the equality and necessary interdependence of nations and peoples.

11. Member States should take steps to ensure that the principles of the Universal Declaration of Human Rights and of the International Convention on the Elimination of All Forms of Racial Discrimination become an integral part of the developing personality of each child, adolescent, young person or adult by applying these principles in the daily conduct of education at each level and in all its forms, thus enabling each individual to contribute personally to the regeneration and extension of education in the direction indicated.

12. Member States should urge educators, in collaboration with pupils, parents, the organizations concerned and the community, to use methods which appeal to the creative imagination of children and adolescents and to their social activities and thereby to prepare them to exercise their rights and freedoms while recognizing and respecting the rights of others and to perform their social duties.

13. Member States should promote, at every stage of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or international, to become acquainted with the procedures for solving fundamental problems; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels.

14. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.

15. Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practise exploitation and foment war.

16. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

Cultural aspects

17. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspec-

tives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things, give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding.

Study of the major problems of mankind

18. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being — inequality, injustice, international relations based on the use of force — and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:

(a) equality of rights of peoples, and the right of peoples to self-determination;

(b) the maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;

(c) action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;

(d) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;

(e) the use, management and conservation of natural resources, pollution of the environment;

(f) preservation of the cultural heritage of mankind;

(g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.

19. Steps should be taken to develop the study of those sciences and disciplines which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

20. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues

involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual support and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.

21. Member States should endeavour to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or explosive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

VI. ACTION IN VARIOUS SECTORS OF EDUCATION

22. Increased efforts should be made to develop and infuse an international and inter-cultural dimension at all stages and in all forms of education.

23. Member States should take advantage of the experience of the Associated Schools which carry out, with Unesco's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible. The experience of other educational institutions which have carried out successful programmes of international education should also be studied and disseminated.

24. As pre-school education develops, Member States should encourage in it activities which correspond to the purposes of the recommendation because fundamental attitudes, such as, for example, attitudes on race, are often formed in the pre-school years. In this respect, the attitude of parents should be deemed to be an essential factor in the education of children, and the adult education referred to in paragraph 30 should pay special attention to the preparation of parents for their role in pre-school education. The first school should be designed and organized as a social environment having its own character and value, in which various situations, including games, will enable children to become aware of their rights, to assert themselves freely while accepting their responsibilities, and to improve and extend through direct experience their sense of belonging to larger and larger communities — the family, the school, then the local, national and world communities.

25. Member States should urge the authorities concerned, as well as teachers and students, to re-examine periodically how post-secondary and university education should be improved so that it may contribute more fully to the attainment of the objectives of this recommendation.

26. Higher education should comprise civic training and learning activities for all students that will sharpen their knowledge of the major problems which they should help to solve, provide them with possibilities for direct and continuous action aimed at the solution of those problems, and improve their sense of international co-operation.

27. As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broadened function in life-long education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people's real interests, problems and aspirations.

28. In order to develop the study and practice of international co-operation, post-secondary educational establishments should systematically take advantage of the forms of international action inherent in their role, such as visits from foreign professors and students and professional co-operation between professors and research teams in different countries. In particular, studies and experimental work should be carried out on the linguistic, social, emotional and cultural obstacles, tensions, attitudes and actions which affect both foreign students and host establishments.

29. Every stage of specialized vocational training should include training to enable students to understand their role and the role of their professions in developing their society, furthering international co-operation, maintaining and developing peace, and to assume their role actively as early as possible.

30. Whatever the aims of out-of-school education, including adult education, they should be based on the following considerations:

(a) as far as possible a global approach should be applied in all out-of-school education programmes, which should comprise the appropriate moral, civic, cultural, scientific and technical elements of international education;

(b) all the parties concerned should combine efforts to adapt and use the mass media of communications, self-education, and inter-active learning, and such institutions as museums and public libraries to convey relevant knowledge to the individual, to foster in him or her favourable attitudes and a willingness to take positive action, and to spread knowledge and understanding of the educational campaigns and programmes planned in accordance with the objectives of this recommendation;

(c) the parties concerned, whether public or private, should endeavour to take advantage of favourable situations and opportunities, such as the social and cultural activities of youth centres and clubs, cultural centres, community centres or trade unions, youth gatherings and festivals, sporting events, contacts with foreign visitors, students or immigrants and exchanges of persons in general.

31. Steps should be taken to assist the establishment and development of such organizations as student and teacher associations for the United Nations, international relations clubs and Unesco Clubs, which should be associated with the preparation and implementation of co-ordinated programmes of international education.

32. Member States should endeavour to ensure that, at each stage of school and

out-of-school education, activities directed toward the objectives of this recommendation be co-ordinated and form a coherent whole within the curricula for the different levels and types of education, learning and training. The principles of co-operation and association which are inherent in this recommendation should be applied in all educational activities.

VII. TEACHER PREPARATION

33. Member States should constantly improve the ways and means of preparing and certifying teachers and other educational personnel for their role in pursuing the objectives of this recommendation and should, to this end:

(a) provide teachers with motivations for their subsequent work: commitment to the ethics of human rights and to the aim of changing society, so that human rights are applied in practice; a grasp of the fundamental unity of mankind; ability to instil appreciation of the riches which the diversity of cultures can bestow on every individual, group or nation;

(b) provide basic interdisciplinary knowledge of world problems and the problems of international co-operation, through, among other means, work to solve these problems;

(c) prepare teachers themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them;

(d) comprise experiments in the use of active methods of education and training in at least elementary techniques of evaluation, particularly those applicable to the social behaviour and attitudes of children, adolescents and adults;

(e) develop aptitudes and skills such as a desire and ability to make educational innovations and to continue his or her training; experience in teamwork and in interdisciplinary studies; knowledge of group dynamics; and the ability to create favourable opportunities and take advantage of them;

(f) include the study of experiments in international education, especially innovative experiments carried out in other countries, and provide those concerned, to the fullest possible extent, with opportunities for making direct contact with foreign teachers.

34. Member States should provide those concerned with direction, supervision or guidance — for instance, inspectors, educational advisers, principals and teacher-training colleges and organizers of educational activities for young people and adults — with training, information and advice enabling them to help teachers work toward the objectives of this recommendation, taking into account the aspirations of young people with regard to international problems and new educational methods that are likely to improve prospects for fulfilling these aspirations. For these purposes, seminars or refresher courses relating to

international and inter-cultural education should be organized to bring together authorities and teachers; other seminars or courses might permit supervisory personnel and teachers to meet with other groups concerned such as parents, students and teachers' associations. Since there must be a gradual but profound change in the role of education, the results of experiments for the remodelling of structures and hierarchical relations in educational establishments should be reflected in training, information and advice.

35. Member States should endeavour to ensure that any programme of further training for teachers in service or for personnel responsible for direction includes components of international education and opportunities to compare the results of their experiences in international education.

36. Member States should encourage and facilitate educational study and refresher courses abroad, particularly by awarding fellowships, and should encourage recognition of such courses as part of the regular process of initial training, appointment, refresher training and promotion of teachers.

37. Member States should organize or assist bilateral exchanges of teachers at all levels of education.

VIII. EDUCATIONAL EQUIPMENT AND MATERIALS

38. Member States should increase their efforts to facilitate the renewal, production, dissemination and exchange of equipment and materials for international education, giving special consideration to the fact that in many countries pupils and students receive most of their knowledge about international affairs through the mass media outside the school. To meet the needs expressed by those concerned with international education, efforts should be concentrated on overcoming the lack of teaching aids and on improving their quality. Action should be on the following lines:

(a) appropriate and constructive use should be made of the entire range of equipment and aids available, from textbooks to television, and of the new educational technology;

(b) there should be a component of special mass media education in teaching to help the pupils select and analyse the information conveyed by mass media;

(c) a global approach, comprising the introduction of international components, serving as a framework for presenting local and national aspects of different subjects and illustrating the scientific and cultural history of mankind, should be employed in textbooks and all other aids to learning, with due regard to the value of the visual arts and music as factors conducive to understanding between cultures;

(d) written and audio-visual materials of an interdisciplinary nature illustrating the major problems confronting mankind and showing in each case the need for international co-operation and its practical form should be prepared in the language or languages of instruction of the country with the aid of information supplied by the United Nations, Unesco and other Specialized Agencies;

(e) documents and other materials illustrating the culture and the way of life of each country, the chief problems with which it is faced, and its participation in activities of world-wide concern should be prepared and communicated to other countries.

39. Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racialist reactions, contempt or hatred with regard to other groups or peoples. Materials should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.

40. According to its needs and possibilities, each Member State should establish or help to establish one or more documentation centres offering written and audio-visual material devised according to the objectives of this recommendation and adapted to the different forms and stages of education. These centres should be designed to foster the reform of international education, especially by developing and disseminating innovative ideas and materials, and should also organize and facilitate exchanges of information with other countries.

IX. RESEARCH AND EXPERIMENTATION

41. Member States should stimulate and support research on the foundations, guiding principles, means of implementation and effects of international education and on innovations and experimental activity in this field, such as those taking place in the Associated Schools. This action calls for collaboration by universities, research bodies and centres, teacher-training institutions, adult education training centres and appropriate non-governmental organizations.

42. Member States should take appropriate steps to ensure that teachers and the various authorities concerned build international education on a sound psycological and sociological basis by applying the results of research carried out in each country on the formation and development of favourable or unfavourable attitudes and behaviour, on attitude change, on the interaction of personality development and education and on the positive or negative effects of educational activity. A substantial part of this research should be devoted to the aspirations of young people concerning international problems and relations.

X. INTERNATIONAL CO-OPERATION

43. Member States should consider international co-operation a responsibility in developing international education. In the implementation of this recommendation they should refrain from intervening in matters which are essentially within the domestic jurisdiction of any State in accordance with the United Nations Charter. By their own actions, they should demonstrate that imple-

menting this recommendation is itself an exercise in international understanding and co-operation. They should, for example, organize, or help the appropriate authorities and non-governmental organizations to organize, an increasing number of international meetings and study session on international education; strengthen their programmes for the reception of foreign students, research workers, teachers and educators belonging to workers' associations and adult education associations; promote reciprocal visits by school children, and student teacher exchanges; extend and intensify exchanges of information on cultures and ways of life; arrange for the translation or adaptation and dissemination of information and suggestions coming from other countries.

44. Member States should encourage the co-operation between their Associated Schools and those of other countries with the help of Unesco in order to promote mutual benefits by expanding their experiences in a wider international perspective.

45. Member States should encourage wider exchanges of textbooks, especially history and geography textbooks, and should, where appropriate, take measures, by concluding, if possible, bilateral and multilateral agreements, for the reciprocal study and revision of textbooks and other educational materials in order to ensure that they are accurate, balanced, up-to-date and unprejudiced and will enhance mutual knowledge and understanding between different peoples.